

Lewisville Elementary

4006 Lewisville High School Road
Richburg, SC 29729

Grades	PK-5 Elementary School	
Enrollment	695 Students	
Principal	Sue Cauthen	803-789-5164
Superintendent	Larry B. Heath	803-385-6122
Board Chair	John W. Davis	803-482-4524

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	39	45	2	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	No
2004	Good	Unsatisfactory	Yes
2005	Average	Unsatisfactory	No
2006	Average	Unsatisfactory	No

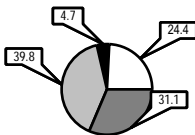
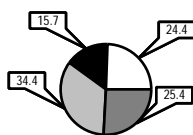
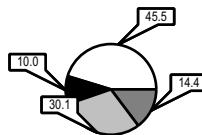
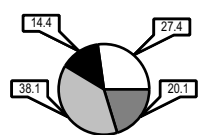
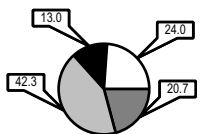
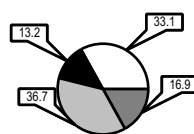
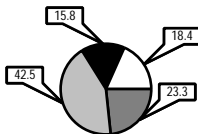
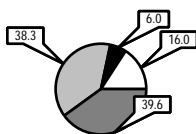
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	318	100.0	24.3	39.7	31.0	5.0	48.3	Yes	Yes
Gender									
Male	168	100.0	28.4	37.0	31.5	3.1	45.7	N/A	N/A
Female	150	100.0	19.6	42.8	30.4	7.2	51.4	N/A	N/A
Racial/Ethnic Group									
White	214	100.0	19.8	36.6	37.1	6.4	55.0	Yes	Yes
African American	92	100.0	34.5	46.0	17.2	2.3	35.6	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	289	100.0	20.6	40.8	33.5	5.1	51.8	N/A	N/A
Disabled	29	100.0	60.7	28.6	7.1	3.6	14.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	318	100.0	24.3	39.7	31.0	5.0	48.3	N/A	N/A
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	312	100.0	24.1	39.3	31.5	5.1	49.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	153	100.0	32.2	43.4	22.4	2.1	36.4	Yes	Yes
Full-pay meals	165	100.0	17.2	36.3	38.9	7.6	59.2	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	318	100.0	24.3	34.3	25.3	16.0	51.7	Yes	Yes
Gender									
Male	168	100.0	23.5	30.2	27.8	18.5	58.6	N/A	N/A
Female	150	100.0	25.4	39.1	22.5	13.0	43.5	N/A	N/A
Racial/Ethnic Group									
White	214	100.0	16.3	32.2	30.7	20.8	62.4	Yes	Yes
African American	92	100.0	41.4	40.2	11.5	6.9	28.7	No	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	289	100.0	19.9	36.0	27.6	16.5	55.1	N/A	N/A
Disabled	29	100.0	67.9	17.9	3.6	10.7	17.9	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	318	100.0	24.3	34.3	25.3	16.0	51.7	N/A	N/A
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	312	100.0	23.7	34.2	25.8	16.3	52.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	153	100.0	33.6	42.0	17.5	7.0	37.1	Yes	Yes
Full-pay meals	165	100.0	15.9	27.4	32.5	24.2	65.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	318	100.0	45.3	30.3	14.3	10.0	24.3
Gender							
Male	168	100.0	37.0	35.8	13.6	13.6	27.2
Female	150	100.0	55.1	23.9	15.2	5.8	21.0
Racial/Ethnic Group							
White	214	100.0	36.1	32.2	18.8	12.9	31.7
African American	92	100.0	65.5	25.3	4.6	4.6	9.2
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	289	100.0	41.9	32.0	15.1	11.0	26.1
Disabled	29	100.0	78.6	14.3	7.1	0.0	7.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	318	100.0	45.3	30.3	14.3	10.0	24.3
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	312	100.0	44.7	30.5	14.6	10.2	24.7
Socio-Economic Status							
Subsidized meals	153	100.0	58.7	28.7	9.1	3.5	12.6
Full-pay meals	165	100.0	33.1	31.8	19.1	15.9	35.0

Social Studies							
All Students	318	100.0	27.3	38.3	20.0	14.3	34.3
Gender							
Male	168	100.0	27.2	32.7	21.6	18.5	40.1
Female	150	100.0	27.5	44.9	18.1	9.4	27.5
Racial/Ethnic Group							
White	214	100.0	22.8	37.6	22.3	17.3	39.6
African American	92	100.0	36.8	40.2	14.9	8.0	23.0
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	289	100.0	24.6	38.2	21.3	15.8	37.1
Disabled	29	100.0	53.6	39.3	7.1	0.0	7.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	318	100.0	27.3	38.3	20.0	14.3	34.3
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	312	100.0	27.1	38.3	20.0	14.6	34.6
Socio-Economic Status							
Subsidized meals	153	100.0	36.4	38.5	15.4	9.8	25.2
Full-pay meals	165	100.0	19.1	38.2	24.2	18.5	42.7

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	112	100.0	16.8	32.7	46.5	4.0	50.5
	4	110	100.0	27.7	45.5	24.8	2.0	26.7
	5	97	100.0	35.6	50.0	14.4	0.0	14.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	109	100.0	19.4	28.6	39.8	12.2	52.0
	4	111	100.0	24.1	43.5	31.5	0.9	32.4
	5	98	100.0	29.8	46.8	21.3	2.1	23.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	112	100.0	12.9	55.4	20.8	10.9	31.7
	4	110	100.0	18.8	30.7	29.7	20.8	50.5
	5	97	100.0	40.0	42.2	13.3	4.4	17.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	109	100.0	23.5	37.8	30.6	8.2	38.8
	4	111	100.0	25.9	31.5	24.1	18.5	42.6
	5	98	100.0	23.4	34.0	21.3	21.3	42.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	112	100.0	41.6	39.6	14.9	4.0	18.8
	4	110	100.0	37.6	37.6	14.9	9.9	24.8
	5	97	100.0	61.1	27.8	8.9	2.2	11.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	109	100.0	42.9	30.6	17.3	9.2	26.5
	4	111	100.0	43.5	30.6	15.7	10.2	25.9
	5	98	100.0	50.0	29.8	9.6	10.6	20.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	112	100.0	15.8	49.5	20.8	13.9	34.7
	4	110	100.0	23.8	35.6	28.7	11.9	40.6
	5	96	100.0	50.6	36.0	6.7	6.7	13.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	109	100.0	16.3	32.7	27.6	23.5	51.0
	4	111	100.0	26.9	39.8	26.9	6.5	33.3
	5	98	100.0	39.4	42.6	4.3	13.8	18.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 695)				
First graders who attended full-day kindergarten	91.2%	Down from 100.0%	100.0%	100.0%
Retention rate	4.7%	Up from 3.7%	2.9%	2.8%
Attendance rate	93.9%	Up from 93.7%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 0.6%	0.2%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 0.6%	0.0%	0.0%
Eligible for gifted and talented	18.7%	Up from 14.3%	13.0%	10.4%
On academic plans	43.2%	N/AV	30.5%	33.6%
On academic probation	4.0%	N/AV	1.3%	1.0%
With disabilities other than speech	5.5%	No change	7.6%	7.5%
Older than usual for grade	0.9%	Down from 1.0%	0.8%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n= 42)				
Teachers with advanced degrees	52.4%	Down from 55.0%	55.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	1.2%	N/A	1.7%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	87.7%	Up from 86.2%	89.0%	87.3%
Teacher attendance rate	95.6%	Up from 95.1%	94.9%	94.9%
Average teacher salary	\$41,630	Up 0.3%	\$42,740	\$42,485
Prof. development days/teacher	8.6 days	Down from 9.0 days	13.9 days	13.3 days
School				
Principal's years at school	27.0	Up from 26.0	6.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Down from 19.2 to 1	19.0 to 1	18.6 to 1
Prime instructional time	87.2%	Up from 87.0%	90.1%	89.7%
Dollars spent per pupil*	\$5,070	Down 0.4%	\$6,305	\$6,557
Percent of expenditures for teacher salaries*	70.3%	Up from 70.0%	64.9%	64.0%
Percent of expenditures for instruction*	73.5%		70.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.6%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	6.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The parents, staff and community of Lewisville Elementary School have continued to work together to provide all students with educational opportunities in a safe and positive learning environment. Our school's theme for 2005-2006 was "deepening roots, spreading branches...one mind at a time." This theme reflects our efforts to promote growth along the six pathways of the Comer School Development Program model.

Our goals have been to improve students' thinking and reasoning skills and encourage student development of personal and social responsibility. These goals were accomplished through the addition of a social worker and a mental health counselor to the staff, implementation of school-wide behavior procedures, the acknowledgement of accomplishments with awards for Student of the Month, Manners Tickets, Bus Student of the Month, Perfect Attendance and Honor Roll, and Cub Club. Other initiatives included provision for teacher training in Heartwood character education and science kits and the purchase of mathematics kits for all classrooms. We are proud of our partnership with Winthrop University as a training school for pre-service teachers; the promotion of Families and School Together (FAST) sessions; extension teachers for grades 4 and 5; an active Parent Team and SIC; and expanded access to technology using Neos, Alpha Smarts and additional desk top computers in the media center. Students' responsibility for helping others was accomplished through St. Jude's Math-a-thon, American Red Cross, and Jump Rope for Heart. Students worked on the book wagon, pencil store, Wee Deliver mail, media center and flag patrol teams. We thank our families for their assistance and support for improving student attendance.

Our school has identified the following challenges and plans for the next five years. We will improve student achievement in science, English/language arts, and mathematics, increase the student promotion rate, improve communications with families and train parent volunteers, extend the use of technology resources, and find ways to promote the health and physical wellbeing of all children.

Patricia M. Hensley, principal
Terri Murphy, SIC chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	33	93	64
Percent satisfied with learning environment	74.2%	79.6%	79.4%
Percent satisfied with social and physical environment	90.9%	75.3%	73.4%
Percent satisfied with school-home relations	81.8%	80.6%	69.8%

*Only students at the highest elementary school grade level at this school and their parents were included.